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# 4A

## Action

### *Educator Preparation Committee*

#### **Initial Institutional Approval – Stage II: Eligibility Requirements for Alameda County Office of Education**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Alameda County Office of Education's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

**Recommended Action:** That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

**Presenters:** Lynette Roby and Hart Boyd, Consultants, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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## Initial Institutional Approval – Stage II: Eligibility Requirements for Alameda County Office of Education

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### Introduction

As part of the Initial Institutional Approval (IIA) process, a prospective program sponsor, Alameda County Office of Education, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and Preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

### Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

This agenda item presents for consideration one county office seeking to become a program sponsor.

### Alameda County Office of Education

Alameda County Office of Education (ACOE) seeks IIA in order to offer an Administrative Services Clear credential program and a Career Technical Education (CTE) credential program. A summary of ACOE's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table below. The full response from ACOE can be found in this [Attachment](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11 and 12 have been summarized for the Commission's review and consideration. [Appendix A](#) includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12.

## Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p><b>Staff Determination</b> If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II.</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Eligibility</li> <li>2) Grant Eligibility with specific topics to be addressed in Stage III</li> <li>3) Require resubmission with additional information</li> <li>4) Deny Eligibility</li> </ol>	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to the Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p><b>a) Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Provisional Approval</li> <li>2) Deny Provisional Approval</li> </ol> <p><b>b) Committee on Accreditation Decision</b></p> <ol style="list-style-type: none"> <li>1) Approve Program(s)</li> <li>2) Deny Approval</li> </ol>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p><b>Commission Decision</b></p> <ol style="list-style-type: none"> <li>1) Grant Full Approval</li> <li>2) Retain Provisional Approval with additional requirements</li> <li>3) Deny Approval</li> </ol>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p><b>Committee on Accreditation Decision</b> Monitors through the accreditation system.</p>

**Alameda County Office of Education  
Criterion 1 through 9**

*In accordance with the Commission adopted process determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.*

<b>Criterion</b>	<b>Staff Recommendation</b>	<b>Alameda County Office of Education Response</b>
Criterion 1: Responsibility and Authority	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• ACOE wishes to offer a Clear Administrative Services credential program and a Career Technical Education credential program.</li> <li>• ACOE has provided an organization chart for the institution as well as the division of Learning and Accountability which will house the College of Education and the credentialing programs.</li> <li>• The Chief of Learning and Accountability, Ingrid Roberson, will have oversight of the teacher education program and will report to the superintendent.</li> <li>• The Program Director, Christine Boynton, will coordinate the Career Technical Education program and Daisy Morales will be the program director for the Clear Administrative Services credential program. Both directors will handle the day-to-day operations of the programs and will report directly to the Chief of Learning and Accountability.</li> <li>• ACOE has provided assurance that credential recommendations will be made by program staff and that those responsible for the credential recommendations will participate in Commission training.</li> </ul>
Criterion 2: Lawful Practices	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Non-discrimination policies have been provided for employees and candidates. These policies will be provided to employees in job postings and recruitment materials as well as in the employee handbook. Candidates will receive the policy in the candidate/student handbook and at enrollment, candidates will be asked to sign a document indicating that they have read the statement.</li> </ul>
Criterion 3: Commission Assurances and Compliance	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• ACOE provided assurances and stated that they:               <ol style="list-style-type: none"> <li>a) Will comply will all preconditions.</li> <li>b) Will submit all data reports and accreditation documents.</li> </ol> </li> </ul>

Criterion	Staff Recommendation	Alameda County Office of Education Response
		<p>c) Will cooperate in an evaluation of the programs by an external team or monitoring of the programs by Commission staff.</p> <p>d) Will participate fully in the Commission’s accreditation system and submission timelines.</p> <p>e) That once a candidate is accepted and enrolled in the educator preparation programs, the sponsor will offer the approved programs, meeting the adopted standards, until the candidate:</p> <ul style="list-style-type: none"> <li>i. Completes the program</li> <li>ii. Withdraws from the program</li> <li>iii. Is dropped from the program</li> <li>iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.</li> </ul>
Criterion 4: Requests for Data	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• The Unit Head, Ingrid Roberson, will be the qualified personnel responsible for responding to requests for data while Juwen Lam, Executive Director of Research, Assessment and Accountability Partnerships, will be responsible for submitting any and all data to the Commission. ACOE has assured that reporting and responding to requests from the Commission for data will be done within specified timeframes.</li> </ul>
Criterion 5: Grievance Process	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• ACOE has provided a grievance policy that includes both informal and formal grievance processes.</li> <li>• The grievance policy will be provided during orientation at which time candidates will be asked to sign a document indicating that they have read the process and are aware that it is contained in the student handbook. The student handbook will be made accessible to applicants and candidates on the website. Please note that ACOE has added the following phrase regarding the use of the term “students” in its handbook: <i>The term student used within this handbook is being used in relation to candidates and not K-12 students.</i></li> </ul>

Criterion	Staff Recommendation	Alameda County Office of Education Response
Criterion 6: Communication and Information	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• ACOE’s webpage which is in development will be accessible to the public without the requirement of log-in information.</li> <li>• ACOE will include the mission, governance, administration and admission procedures on the website.</li> <li>• The website will be maintained by the Communications Director Michelle Smith-McDonald and the Director of Information Technology, Ryan Choate.</li> </ul>
Criterion 7: Student Records Management, Access and Security	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Candidates and graduates will have access to unofficial transcripts through a password protected database/student information system. Candidates will also receive official transcripts at any time upon request.</li> <li>• ACOE will maintain candidate records at the main site located in Hayward, CA in locked file cabinets in a file room as well as on a secure server, both of which are not accessible to the public.</li> </ul>
Criterion 8: Disclosure	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• ACOE’s educator preparation programs will be delivered via a blend of online digital media and traditional classroom settings. Classes will take place in the ACOE conference center while online classes will be delivered using the Canvas learning management system.</li> <li>• No direct educational services will be provided by any outside organization.</li> </ul>
Criterion 9: Veracity in all Claims and Documentation Submitted	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• A statement of veracity has been submitted and signed by the Chief of Learning and Accountability who is the head of the educational unit, Ingrid Roberson.</li> </ul>

**Criterion 10, 11 and 12**

*In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution’s submission, but do not include a staff recommendation.*

Criterion	Summary of ACOE Responses
<p>Criterion 10: Mission and Vision</p>	<p>ACOE wishes to offer a Clear Administrative Services credential program and a Career Technical Education (CTE) credential program.</p> <p>ACOE’s mission is: <i>.... to provide, promote, and support leadership and services, to ensure the success of every child, in every school, every day. In order to further this mission, we aim to establish a credentialing college that develops educators who will serve students in identified areas of district need for our population.</i></p> <p>ACOE’s vision is: <i>....to diversify the teacher and school leader workforce, and provide that workforce with the support and training to create schools that address the needs of the whole child, both academic and social emotional, with an emphasis on serving vulnerable and underserved populations in both traditional and alternative settings. Our program will prepare educators to ensure that all students are prepared for college and career by leveraging Universal Learning Design principles as the core theory of action for all programs offered.</i></p> <p>ACOE’s mission and vision reflects its commitment to providing equitable access and opportunity to all students and it’s dedication to preparing educators that represent and understand the challenges faced by its diverse student population. ACOE states that the mission and vision for educator preparation reflects its commitment to California’s adopted standards and frameworks for K-12 students because of its efforts to engage students in work that will reflect the real world and that will challenge educators to focus on foundation reading and numeracy skills. Using Universal Design for Learning (UDL) principles within a Multi-Tiered System of Supports (MTSS) framework, ACOE will differentiate teaching for the individual needs of students.</p> <p>ACOE assures that the mission and vision will be published on the ACOE website and in institutional documents that will be provided to candidates including: enrollment material, acceptance letters, transcripts, and the candidate handbook.</p> <p>ACOE’s philosophical approach to education is grounded in its belief in the power of learning by doing. This philosophy has been informed by the research of Thomas C. Reeves and Jan Herrington’s “Authentic Learning Environments” as well as Marilyn M. Lombardi’s “Authentic Learning for the 21<sup>st</sup> Century: An</p>

Criterion	Summary of ACOE Responses
	<p>Overview.” ACOE will focus on authentic learning and connecting students to real-world issues. ACOE aims to ensure that students develop critical thinking and problem-solving skills. To do so, ACOE will use a cross-curricular, collaborative approach and will include the principles of real-life relevance, project based learning, multiple sources and perspectives, collaboration, reflection, integrated assessment and performance-based products that mirror the real world.</p> <p>ACOE has also provided the following additional information about programs that are included within the Division of Learning and Accountability where the College of Education and proposed credentialing programs will be housed:</p> <ul style="list-style-type: none"> <li>• Core Learning Department – This department delivers professional development to teachers, coaches and administrators.</li> <li>• Integrated Learning Department – This department provides strategies and practices for pre K-12 educators, in both in-school and after school/expanded learning spaces.</li> <li>• College and Career Pathways – The Project Pathways program vision is to provide youth equitable quality programs, ACOE builds accelerated career and college pathways by collaborating with schools and agencies in Alameda and Contra Costa counties.</li> <li>• Research, Assessment and Accountability Partnerships (RAAP) – RAAP coordinates the strategic support, review and approval of 18 district Local Control and Accountability plans (LCAPs).</li> </ul>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>ACOE’s experience in the preparation, training and support of educators includes the Transition to Teaching Program (T3). As a part of this paraprofessional career ladder program that led to a bachelor’s degree and to a teaching credential, ACOE served paraprofessionals in all Alameda County school districts.</p> <p>In addition, ACOE currently works with the Association of California Superintendents and Administrators (ACSA) to provide a Clear Administrative Services Induction program. Candidates receive an individualized induction experience and participate in ongoing formative self-assessment, professional development seminars and job-alike professional learning communities. As evidence, ACOE has provided a newspaper article and candidate testimonial about the program as well as 2017-18 exit survey data collected from candidates of program.</p> <p>ACOE has fostered positive working relationships with educational partners through a variety of programs. While working with T3, program partners included school districts throughout Alameda County, the California State University, East Bay, the University of San Francisco, National Hispanic University, Holy Names University, Chabot College and Las Positas College.</p>

Criterion	Summary of ACOE Responses
	<p>ACOE has posted the third party invitation for comments on its College of Education website where the public and all stakeholders can access it. No comments have been received at this time.</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to ACOE’s application for IIA and found none.</p>
<p>Criterion 12: Capacity and Resources</p>	<p>As evidence of capacity and resources, ACOE has provided a copy of its most recent audited budget dated June 30, 2017 as well as a copy of a proposed operations budget for its education unit.</p> <p>ACOE has also detailed within its submission the facility resources that will be available for its candidates. These include a conference center located at the ACOE offices. The six classrooms at the center will be equipped with SMART Boards, video conferencing, mobile laptop labs and video projectors. A technology service staff will be available to assist with technology needs. In addition, ACOE will use Canvas as the learning management system for delivery of online courses. Although most instruction will occur online, ACOE will use the conference center to support candidates who prefer face-to-face instruction and interaction.</p> <p>Additionally, within the document, ACOE has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. ACOE’s personnel and instructional support will be comprised of the following:</p> <ul style="list-style-type: none"> <li>• Temporary Certificated Program Support Supervisors (6)</li> <li>• Temporary Course Instructors (3)</li> <li>• Temporary Administrative Services Clear Induction Coach (1)</li> </ul> <p>For the purposes of fieldwork, ACOE is partnered with all eighteen districts in Alameda County. Additionally ACOE partners with Alignment Bay Area, a regional collective, in order to provide industry fieldwork for the CTE credential program.</p> <p>In the event that ACOE’s programs be discontinued for any reason, a discontinuation policy and process has been provided. Should a program be discontinued, ACOE would collaborate with each of its candidates to determine their individual credential status. First year candidates would be transitioned to other Commission-approved programs and ACOE would teach out second year candidates. First year CTE candidates would transition to other similar CTE programs such as the Orange County Department of Education’s (OCDE) CTE program which is online. (ACOE has already been in communication with OCDE regarding this option.)</p>

**Staff Recommendation**

Staff recommends that the Commission consider the response to Eligibility Requirements submitted by Alameda County Office of Education and take one of the following possible actions for the institution:

- 1) Grant Eligibility;
- 2) Deny Eligibility.

If approved by the Commission, Alameda County Office of Education will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize ACOE to offer an educator preparation program that leads to a credential.

**Next Steps**

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

## Appendix A

### Criterion 10, 11 and 12 Eligibility Requirement, Required Information, and Factors to Consider

Eligibility Requirement	Required Information	Factors to Consider
<b>Criterion 10: Mission and Vision</b>		
<p>An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission’s adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution’s philosophy and</p>	<p>a) Statement of the institution’s mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
<p>approach about educator preparation is consistent with California's.</p>	<p>California would be similar or different from programs operated in another state.</p> <p>h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.</p>	
<b>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</b>		
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution's approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
<p>comments to be sent to:  <a href="mailto:Input@ctc.ca.gov">Input@ctc.ca.gov</a></p>	<p>account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p> <p>g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.</p>	<p>e) To what extent does the data provided indicate that candidates that complete the institution’s programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p> <p>g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?</p>
<b>Criterion 12: Capacity and Resources</b>		
<p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to</p>	<p>a) Copy of the most recent audited budget for the institution.</p> <p>b) A proposed operational budget for the educational unit.</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:</p> <ol style="list-style-type: none"> <li>1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including</li> </ol>	<p>a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable?</p> <p>b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program?</p> <p>c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program.</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
<p>continue providing educator preparation program(s).</p>	<p>support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.</p> <p>2) The criteria or minimum qualifications for each of the positions listed above.</p> <p>3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?</p> <p>d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p>	<p>d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p>

## Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p> <p>g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?</p>